

HOME MANAGEMENT LEARNING EXPERIENCES DESIGNED
TO PREPARE TWELFTH-GRADE GIRLS FOR THE
DUAL ROLE OF HOMEMAKER AND WAGE EARNER

by

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INTRODUCTION TO THE STUDY

The changes in today's fast moving world set a different pattern of living for many people. A large percentage of women in America today will face the challenge of combining homemaking and wage earning at some stage in their lives. The growing incidence of early marriage, with young women entering or continuing employment after marriage, as well as the increasing number of married women with children entering the labor market demands effective management in the home when time there is limited. Many homemakers do not recognize the need for, or have knowledge of, basic principles and practices of good management. However, the woman who uses good management skills tends to be more productive and finds greater satisfaction in her work both in the role of homemaker and the role of wage earner.

American people have a multitude of resources available to them but realization of the number of choices possible is difficult in a complex society. One of the purposes of home economics is to assist individuals and families in managing resources in order to achieve the kind of home life satisfying to the individual, to the family, and to society.

Home economics educators must realize the implications for preparing students for the dual role of homemaker and wage earner. Chadderdon stresses the need for experimentation with

units that teach girls "principles of management so they can more successfully combine homemaking and wage earning."¹

Management study at the secondary level is concerned with the planning, controlling, and evaluating of human and material resources for individuals and families. Emphasis is placed on recognition of resources and cooperation within the family in the use of all resources. Kansas philosophy for homemaking education is that "it is important to teach management principles which can be applied in the other areas of the home economics curriculum."²

As a teacher, the investigator observed a need for understandings and skills in home management in the twelfth-grade. At twelfth-grade, girls are often considering further education, a career, marriage, or a combination of these. They are becoming more concerned about self-support and assuming the role of the homemaker so the need for management skills and understandings becomes a reality for them.

The need for management skills indicates that a special unit, or series of special lessons, could be developed to assist students in gaining understanding of the management process. Classroom learning experiences based on real-life

¹Hester Chadderdon, "Evaluation and Research," The Bulletin of the National Association of Secondary-School Principals, 74:72, December, 1964.

²Kansas State Board for Vocational Education, Home-making Education, Kansas Guide for Homemaking Education, p. 2.

settings that are planned to meet the developmental needs of students, help students identify management principles necessary for daily living. After principles have been identified, students can apply the principles to new situations and experiences.¹

Purposes of the Study

The purposes of this study were (1) to identify management problems of homemakers employed outside the home and (2) to develop learning experiences for twelfth-grade girls to enable them to develop home management understandings and skills needed for the dual role of homemaker and wage earner. No plans for teaching and evaluating the learning experiences were included.

Procedure

In order to better understand the problems of employed homemakers, it was necessary to review literature to determine the changes in society as they affect the family and to determine the factors influencing the married woman's decision to work. Selected research studies were reviewed to identify management problems of employed homemakers. The concept approach of curriculum planning was investigated for use as a basis for developing the learning experiences.

¹Jerline Kennedy, "Programs for Students with Special Needs," The Bulletin of the National Association of Secondary-Principals, 74:43, December, 1964.

Major problem areas of employed homemakers were identified for inclusion as the home management unit. Area concepts and behavioral objectives were written for each problem area. Appropriate management concepts and generalizations were selected from the U.S. Office of Education publication, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics" for each problem area.¹ Because no guides for teacher use were given in the resource materials, the investigator explored the use of these resource materials in developing learning experiences. The sequence of study in the problem areas was arranged to enable twelfth-grade girls to gain an understanding of the basic concepts of management and then develop skill in using the concepts in each succeeding area. Suggested references were given for each problem area.

Definitions of Terms Used

The terms defined for use in this study are:

Concept.

Concepts are abstractions used to organize the world of objects and events into a smaller number of categories. They have many dimensions and meanings and constitute the recurrent themes which occur throughout the curriculum in a cumulative and overarching fashion.²

¹United States Department of Health, Education, and Welfare, Office of Education, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics," p. 2.

²Berenice Mallory, "Curriculum Developments," The Bulletin of the National Association of Secondary-School Principals, 74:56, December, 1964.

Generalizations.

Generalizations express underlying truth, have an element of universality, and usually indicate relationships. Generalizations help give meaning to concepts. They are based on objective data, on experience, or on theory accepted by specialists in the field.¹

Home Management. Home management is the conscious planning, controlling, and evaluating of human and material resources by individuals and families.²

Social Family.

A social family is a family of two or more persons who choose to establish a home together, operate as a family unit, share in its financing, and bring into it the warmth and companionship of friends and relatives of each participant.³

Young Homemaker. A young homemaker is a woman between the age of seventeen and thirty years who manages a home.

REVIEW OF THE LITERATURE

Materials specifically related to (1) changes in society as they affect the family, (2) factors influencing the married woman's decision to work, (3) identified management problems of employed homemakers, and (4) using the concept approach in curriculum planning were reviewed by the investigator and are presented in this section.

¹Ibid.

²Marjorie Knoll, "Toward a Conceptual Framework in Home Management," Journal of Home Economics, 55:338, May, 1963.

³Bernice Milburn Moore, "Families of America," The Bulletin of the National Association of Secondary-School Principals, 74:4, December, 1964.

Changes in Society As They Affect the Family

Now, as in the past, the homemaker's role as well as the activities of the home are affected by changes resulting from social and economic influences outside the home.

Since the beginning of the 20th century, the United States has witnessed a shift in the role of women in the labor force. In 1900, one out of five workers in the labor force was a woman. By 1940, one worker in four was a woman. In 1963, women workers numbered one in three workers in the labor force.¹

The actual number of married women among the employed has also increased. In 1900, about one in eighteen married women was employed; by 1940, the figure had changed to one in seven of the married women living with their husbands. Among married women in 1963, one in three was working.² Of the twenty-four million women workers in the labor force, 13.3 million were married and were living with their husbands. Approximately 12.4 million of the group had husbands who were also in the labor force. This represents a notable increase over 1940 when there were three million working couples.³

¹American Woman, Report of the President's Commission on the Status of Women, p. 28.

²Henry A. Bowman, Marriage for Moderns, p. 36.

³United States Department of Labor, Women's Bureau, 1962 Handbook on Women Workers, p. 46.

A pattern of early marriage and early childbearing provides a longer period of time a mother can be employed without leaving pre-school children. The median age at marriage in 1961 was 20.3 years for women. This was a decrease from 1940 when the median age was 21.5 years.¹ In 1961, childbearing was usually completed by age twenty-six and the last child entered school when the mother was thirty-two.²

Society has become so complex that it is necessary to re-examine old values and attitudes, old roles and concepts, and to ask if they are useful in the world today.

Families used to be controlled by the head of the house, usually the father. Children were to be seen and not heard. They had little to say in family decisions. The father had absolute authority and was not to be questioned. There was a clear-cut division of labor by sex in both the home and in the occupational world. One could accurately speak of "men's work" and "women's work."³

American society gives evidence of moving toward an equalitarian type of family life. Today many families are organized around more democratic principles. Each person in

¹Ibid., p.39.

²Francis Ivan Nye and Lois Hoffman, The Employed Mother in America, p. 4.

³Bowman, op. cit., p. 42.

the family is recognized as having rights as a member of the family. Family members play flexible roles. The man and wife share both the earning and spending in many homes. Few jobs are now rigidly classed as either for men or for women.

Trends in American society affecting the role of the husband in family living and in society are numerous. Bowman indicates the changing role of the husband:

1. The husband remains the primary provider for the family but not necessarily the only provider.
2. Family decisions are being made jointly rather than strictly by masculine decree.
3. The husband-father plays an active part in the rearing of his children and participates in infant care.
4. The home is becoming an area of participation for the husband. He participates in the tasks of housekeeping. The extent of his participation is determined by what is the best arrangement for each family with their personalities, abilities, and specific situations.
5. The husband is expected to share leisure time with his wife and to engage with her in social activities and recreational pursuits.¹

The role of the wife in the changing society is also described by Bowman and is summarized as follows:

1. The wife is expected to take major responsibility for household planning and for the supervision of outside help in the home.

¹Ibid., pp. 25-31.

2. A wife has a socioeconomic role as the marital partner of her husband with a particular occupation. The wife is expected to assist her husband in meeting his social obligations required in his occupation. Large corporations are giving this attention. The military wife is expected to adapt to military rules. She must prepare for meeting the military obligations of her husband such as entertaining, moving on short notice, or living apart from her husband while he serves in areas where dependents can not accompany him. These unusual demands of the military service further emphasize this socioeconomic role.
3. The burden of the responsibility of social director in the family is left to the wife.
4. The wife's role has shifted from that of producer to that of consumer. She is expected to be skilled in the art of purchasing.
5. The wife has more independence, is given less direction and supervision, and has more freedom of choice than formerly. More women are becoming wage earners and this gives them a new type of independence.
6. Educational opportunities for the wife are almost equal to those of her husband and these opportunities are being used intelligently.¹

Berger stresses how the teen-ager is affected in the changing society. The industrial society helps to detach teen-agers from their families and locales and better prepare them for social mobility. One of the features of traditional societies that industrialism destroys is the capacity of families to train their children for economic roles. The task of training children for making a living as adults now falls to public agencies which separate them from their families for

¹Ibid., pp. 33-35.

a large part of the day. Schools bring large numbers of young people together for a common purpose and help shift the loyalties of teen-agers from their families to their peer groups.¹

According to Craig, the teen-ager must learn that adult living is understanding oneself, living in harmony with others, discovering how to be a good parent, accepting citizenship responsibilities, and understanding the contributions each can make to the entire world.²

There is no longer a standard pattern or class-determined pattern of family life in this country. One contributing factor has been the increase in married women's employment outside the home. Another factor has been the striving in the direction of upward mobility, a striving to better socioeconomic status.³

Today's family has no head or two heads and homemaking is becoming a joint responsibility of husband and wife.⁴ Duvall suggests three factors to fairly divide labor among family members. One factor is time: a given job is completed by the person who has time. A second factor is interest: tasks to be accomplished should be worked out considering

¹Bennett M. Berger, "Teen-agers Are an American Invention," 1966 World Topics Yearbook, p. 404.

²Hazel Thompson Craig, Thresholds to Adult Living, p. 9.

³Bowman, op. cit., pp. 43-44.

⁴Ibid., p. 58.

individual preferences. The third factor is fairness: each person must be considered in the division of labor.¹

Family members are participating in more community activities which take them out of the home. The homemaker spends more time in activities such as club meetings, professional demands of both her work and her husband's work, social obligations, church work, community volunteer work, and in adult education. Other family members actively participate in commercial recreation, clubs, and organizations. The activities of family members in home, work, education, recreation, and civic programs force new responsibilities and many decisions upon the family.

Wood and others believe that each family has specific goals and values, different attitudes, talents, and skills.² The management of any one home differs because of what seems important to the family members and the stage in the life and work cycle of the family.

Social and economic changes have created a dual role of working and homemaking for the homemaker. Many women seek work outside the home because scientific and technological improvements have simplified household activities and reduced

¹Evelyn Millis Duvall, Family Living, p. 267.

²Mildred Wood, Alberta Hill, and Edna Amidon, Management Problems of Homemakers Employed Outside the Home, p. xiii.

the time required for the physical tasks of homemaking.

According to Wood and others

certain kinds of home production have dwindled, while the judgment and technical knowledge required in managing the home have increased greatly. The wide variety and ever-new consumer goods and services present the homemaker with many new decisions about the use of time, energy, and money.¹

Technological advances in production and distribution have made it possible to produce and process food more economically in factories and on specialized farms than in the individual home. Similar advances have been made in fashioning and production of clothing. Household tasks have been eased by use of modern appliances and equipment. Time-saving appliances reduce the time and energy required for home-making functions.²

The homemaker must exert more time and effort analyzing buying information when taking advantage of technological advances. Advertising has turned luxuries into necessities and created temptation for the homemaker. The time saved by changes in household technology often has to be used to earn the money necessary to finance, maintain, and expand labor-saving devices the homemaker considers necessary. The homemaker has been transformed from a vital producing member of the family to one whose utility sometimes approaches the trivial.

¹Ibid., p. xi.

²Nye and Hoffman, op. cit., p. 2.

Factors Influencing the Married Woman's Decision to Work

The earlier end to child-bearing provides more opportunity for women to plan careers outside the home. Even during the time when family demands are high, many mothers work because they prefer to and not because of the need for higher family income. Many women have fundamental needs which can be answered only by a job.¹

In Weil's study of two hundred actual and potential working mothers in the career-homemaker role, respondents were asked why they were participating in the labor force. The reasons given were: (1) additional income, (2) outside stimulation, (3) opportunity to utilize education and training, (4) additional income plus outside stimulation, and (5) finding the occupational experiences pleasant. Weil concluded that

there are many reasons beside the financial factor given for outside employment, reasons that can be classified as part of a continuous self-development process.²

Weil also considered the factors that permit a satisfactory arrangement between the career performance and the housewife-mother role. The following factors influence actual or planned work participation: the positive attitude of the

¹James P. Dixon, "Our Changing Society: Impact on Families," Journal of Home Economics, 55:499, September, 1963.

²Mildred W. Weil, "An Analysis of the Factors Influencing Married Women's Actual or Planned Work Participation," Journal of Home Economics, 54:296, April, 1962.

husband toward the wife's work participation; the wife's performance before marriage in an occupation; the husband's professional or managerial status; the wife's participation in the labor force after marriage; the high educational achievement of the wife; the husband's helping with household chores and with care of children; and the wife's having received specialized training beyond high school.¹

The writers of the article, "Working Wives: A Roundup of Facts and Implications for Family Finance Educators," believed that the satisfactions to be derived from the development of talents through work should not be minimized.² Employment and income provide women with recognition, status, and a sense of achievement. The needs of women for social relationships with people, for occupying time, and for meeting people are other major non-financial work motives.

According to the participants at a National Manpower Council conference on womanpower, the primary motivation for work among married women was the desire to supplement the family income to satisfy "needs" or "wants." However, wives are sometimes compelled to work because of position in society. The husband who is a teacher, clergyman, or social worker is

¹Ibid., 54:294.

²Institute of Life Insurance, Teaching Topics, 13:8, Spring, 1964.

required to maintain an appearance which his income may not permit and the wife must work to meet this requirement.¹

Circumstances which demand added income and goals toward which the homemaker works were identified in Management Problems of Homemakers Employed Outside the Home.² Problems and goals were drawn from the experiences of Mildred Weigley Wood's students during her twenty years of successful experience in providing effective educational programs in home management in Phoenix, Arizona. The circumstances which demand added income, according to her, were too much consumer credit; medical expenses; widowed mother; husband an invalid or temporarily unemployed; support needed for invalid parents; expense of children in college; and rising prices with a set income. Goals toward which the homemaker worked were to provide a better living; to cut down debt; to provide savings for home, education, vacations, or luxuries; to meet the desire to help husband finish his education; and to escape boredom.³

Nye and Hoffman cite situational factors which operate to determine the extent to which the mother is needed in the home. These factors are the age and needs of children; cost of working versus money received; marketable skills; physical,

¹National Manpower Council, Work in the Lives of Married Women, p. 122.

²Wood and others, op. cit., p. 6.

³Ibid.

mental, and emotional health of the homemaker and her family; changes in personal and family values during the life cycle; availability of help in sharing home responsibilities and size of family residence; availability of commercial products and services; and the degree of mechanization of the household. The attitudes of family members, the community of which the homemaker is a part, and personal attitudes all operate on the situational factors influencing the homemaker's decision to work.¹

Identified Management Problems of Employed Homemakers

Problems change with conditions. When a woman takes on the dual role of wage earner and homemaker, she is increasing her management problems because she must make many more choices and decisions.

Wood and others identify the time and energy problem of employed homemakers. They summarize the problem into the following points:

1. The family's need for time.
2. The available time at home of the family members.
3. The ways that some jobs can be simplified or eliminated.
4. The processes involved in making a plan for using time and energy.

¹Nye and Hoffman, op. cit., pp. 34-38.

5. Providing ways of checking and improving plans for saving time and energy.¹

Whatley's study of working mothers was to identify the activities which employed mothers reported as problems and concerns. These activities consisted of household duties and tasks which constitute daily living in most homes. The one hundred seventy-five mothers selected for the study were employed either full-time or part-time, were thirty-five years of age or older, and had a child or children enrolled in high school at the time of the study. Whatley found that the major concern of the employed homemaker was management of household routine. The big problems of homemakers surveyed in her study were the seasonal and special housework chores, seasonal cleaning, yard work, ironing clothes, and the repair and construction of clothing. Five activities considered as small problems by Whatley's respondents were shopping for clothes for self and family, daily and weekly housework, planning for emergencies during mother's working hours, planning meals, and decorating or making the home attractive.²

Schubert and Dalrymple investigated the problems and needs of a group of young homemakers in Wisconsin. The average age of the homemakers was 22.2 years and the average length of

¹Wood and others, op. cit., p. 44.

²Alice Whatley, "Working Mothers Report on Problems and Concerns," Journal of Home Economics, 55:119-120, February, 1963

time married was 2.8 years. At the time of the study 22 per cent of the women were employed outside the home. It was found that the majority of these employed women experienced difficulty with home management and meal planning problems. The home management problems included planning budgets, time and work schedule plans, learning time-saving short cuts, acquiring and using household hints for job simplification, and the development of new work techniques for household tasks. The meal planning problems included knowing types of foods available, the purchasing and care of food, the planning of menus, and the preparation and serving of meals.¹

Hunter participated in and reported on a study completed by home management specialists of the Agricultural Extension Service in forty-six states and Puerto Rico. The study was designed to learn what homemakers considered problems in management of such material and human resources as time, energy, money, knowledge, skills, and attitudes. Specialists visited five hundred eleven families of different sizes, ages, and income levels. Urban, rural non-farm, and farm homes were visited. Of the women in the study, 89 per cent worked outside the house one hour or more per week.²

¹Genevieve Schubert and Julia Dalrymple, "Problems and Needs of Young Homemakers--Implications for High School Home Economics," Journal of Home Economics, 51:365-367, May, 1959.

²Starley M. Hunter, "Homemakers Name Their Home Problems," Journal of Home Economics, 53:425-426, June, 1961.

In Hunter's study homemakers considered time the most difficult problem. The decision of fitting home activities into time available was confusing to many homemakers. They expressed concern for increased time required to meet changes in the growing family, along with increased social participation of family members. The younger women were less likely to plan use of time than were the older ones.¹

Money ranked as the second problem area for these homemakers. The women attributed money problems to growing family, prices increasing faster than income, more things to want, and inadequate income. A small percentage stated that inefficient management was a factor. The homemakers expressed concern for increasing outlays of money and time for outside activities resulting from change in the family life cycle. The homemakers indicated that families drift into this pattern, which increases consumption of time and money gradually, and do not plan for the increases.²

Anderson's study of a selected group of employed Virginia homemakers revealed how they divided their time among homemaking and other activities. Data were obtained from replies to a questionnaire and a daily time record of activities. The homemakers averaged forty-nine hours per week, or

¹Ibid., 53:426.

²Ibid., 53:425.

29 per cent of their time, in homemaking activities when employed part-time. An average of thirty-one hours per week, or 19 per cent of their time, was spent in homemaking activities by homemakers who worked full-time. The most time consuming of the homemaking activities was food work: gardens, freezing of prepared meals, food preservation, and the planning, preparing, and serving of family meals.¹

The homemakers in Anderson's study wanted more time for entertaining, reading, sewing, community and family activities, gardening, and church work. This study indicated a need for time management to help employed homemakers achieve their goals and satisfy their desires.²

Some additional costs are inevitable when the homemaker is employed outside the home. According to studies by government and private organizations, taxes and job-related expenses take one-third to one-half of the average working mother's earnings.³ The additional cost of the operation of the home can be decreased or eliminated by careful planning in advance and by participation of family members in carrying out responsibilities formerly assumed by the homemaker.

¹Ella Smith Anderson and Cleo Fitzsimmons, "Use of Time and Money by Employed Homemakers," Journal of Home Economics, 52:452-455, June, 1960.

²Ibid., 52:454.

³Institute of Life Insurance, op. cit., p. 10.

Directly related costs of working include dues to unions or professional organizations, uniforms, transportation, services of household help and care for the children, beauty parlor services, lunches and coffee breaks, additional clothing, and increased taxes. The indirect expenses of working include more duplication in clothing because of less time for repair and laundering; possible expenses for contributions to office collections; part-time help at home; increased food bills with more meals eaten outside the home; and greater use of convenience foods.¹

Wood and others believed the probable net income from employment outside the home could be determined by figuring probable expenses of the job; the additional costs of maintaining the family; estimating the indirect costs of working; and considering the costs of working in terms of time, energy, changed relationships, and delayed family goals.²

The cost of maintaining the job may lead to the accrual of certain benefits for the working homemaker. She can support the cost of beauty shop services and a reasonably fashionable wardrobe without justification of such expense. The extension of social security coverage and participation in health and

¹Wood and others, op. cit., p. 8.

²Ibid., p. 13.

other insurance plans means many women are investing in their future economic security.¹

Thinking through the issues and considering the problems of working outside the home will help in making a sound decision that will be satisfactory to the homemaker and her family. Decisions are likely to bring the most lasting satisfaction when they are made in terms of their contribution to family goals.²

Using the Concept Approach in Curriculum Planning

Woodruff defined education as "a system for helping every person and all people together obtain as much satisfaction as possible in their lives."³ The primary objective of education stated Woodruff, is "to enable students to make wise choices, and to cause them to strive to manifest in their lives the best qualities of our culture."⁴ Woodruff further stated that concepts, values, symbols, abilities, and habits are the products of learning that must be achieved through education if the behavior of students is to change and improve in the future.⁵ Woodruff believed

A person's chances for success in life are greatly enhanced by learning those things that are most important in his search for satisfaction, as early and efficiently

¹National Manpower Council, op. cit., p. 99.

²Wood and others, op. cit., pp. 12-13.

³Asahel D. Woodruff, Basic Concepts of Teaching, p. 13.

⁴Ibid., p. 43.

⁵Ibid., p. 88.

as possible, and as accurately and validly as possible, and schools fulfill their purpose best when they accomplish this.¹

Concept learning is being recognized as a dominant element in education. Burton, Kimball, and Wing stressed the value and use of concepts in education. They believed that concepts give a relatively stable, permanent system of knowledge. Knowledge that is grouped through organization of ideas can be recalled and used. Concepts change as new facts and ideas are discovered.² Class concepts and abstractions enable an individual to generalize by the transfer of understanding from one thing to another and by supplementing knowledge of specific things through analyzing the total connotation of the concept. Concepts provide the learner with a framework and guideposts for thinking.³

According to Woodruff, concepts are made up of past experiences brought into some functional relationships. They direct a student's sequential actions from simple to complex processes and they gain in meaning as the student understands and relates new experiences to previous experiences. Concepts have proved to be useful in making future relationships and re-organization of understandings in a new situation. The ability to perceive concepts in this way provides the student

¹Ibid., p. 24.

²William H. Burton, Roland B. Kimball and Richard L. Wing, Education for Effective Thinking, p. 154.

³Ibid., p. 156.

with tools to use in a new, somewhat different, somewhat similar situation.¹

Every concept a person has contains the element of meaning, which is the intellectual part, and the element of preference, which is the feeling part. Meaning is a product of factual observation and preference is a product of personal satisfaction or annoyance produced in an experience.² New concepts take form faster when students are given cues and information as to what to look for in learning materials.

Denemark conceived the design of the curriculum to include a new set of "fundamentals" derived from rigorous analysis of every field of knowledge. He further believed that the curriculum must include a favorable balance of stability and flexibility between subject matter and a teacher's selection of content to suit unique conditions encountered.³ Bruner, in The Process of Education, stressed that the curriculum should be determined by the most fundamental understanding that could be achieved of the principles that form the structure of a subject. Organizing facts in terms of principles and ideas is the only way of reducing the quick rate of loss of human memory.⁴

¹Asahel D. Woodruff, "The Use of Concepts in Teaching and Learning," Journal of Teacher Education, 47:95, March, 1964.

²Asahel D. Woodruff, Basic Concepts of Teaching, p. 51.

³George W. Denemark, "The Curriculum Challenge of Our Times," NEA Journal, 50:14, December, 1961.

⁴Jerome Bruner, The Process of Education, pp. 31-32.

In February, 1961, conferees at a United States Office of Education conference held in Washington, D.C., began analyzing the field of home economics in terms of the theory set forth by Denemark and Bruner. They concluded that

defining the structure and the content of home economics in terms of basic concepts and generalizations would provide valuable resource material for curriculum development at state and local levels and provide structure for various areas of home economics.¹

Curriculum workshops sponsored by the Office of Education and selected Colleges of Home Economics were held in the summers of 1962, 1963, and 1964. Participants in the seven workshops included college teachers, specialists in various subject-matter areas, high school teachers, and home economics teacher educators and supervisors who were actively involved in secondary home economics programs.² At these workshops participants identified basic concepts and developed broad generalizations in the following areas of home economics: Family Relationships; Home Management and Family Economics; Housing, Interior Design, Furnishings, and Equipment; Textiles and Clothing; and Development of Children and Youth.³

Fundamental to the development of concepts and generalizations has been concern for helping students develop the

¹Berenice Mallory, "Curriculum Developments," The Bulletin of the National Association of Secondary-School Principals, 74:53, December, 1964.

²Ibid.

³Ibid., 74:55.

understandings needed for living in a world of change. The major purpose of the concept approach to teaching is "to promote clear, conscious, and directional thinking on the part of students as well as the teachers," according to Dalrymple.¹

In conceptual learning a series of experiences build up gradually to a well-developed understanding and a tendency toward the use of a form of behavior. The curriculum has to contain vital concepts, selected for their importance in life, and then efficient ways of learning them must be provided. If the concepts are made clear through good teaching techniques, the student then will try out the new concepts in daily behavior as part of the learning process.²

The teacher has the responsibility for providing the necessary tools for the conceptual approach to teaching.

Osborn said:

When the teacher gives students the opportunity to think as well as the tools to use, she is using concept teaching. Some of the tools the teacher will provide include her basic planning to provide the framework, facts and principles related to the topic, references and printed materials for guides and to provide current information, teaching aids to suggest various ways of presenting knowledge, and her personal desire to guide students as they learn.³

¹Julia Dalrymple, "Teaching for Concept Development," Journal of the American Dietetics Association, 45:25, July, 1964.

²Asahel D. Woodruff, Basic Concepts of Teaching, p. 51.

³Barbara Osborn, "More Concepts and Generalizations," Penney's Fashions and Fabrics, p. 12, Spring/Summer, 1966.

Tyler defined a learning experience as "the interaction between the learner and the external conditions in the environment to which he can react."¹ Learning takes place through the active participation of the learner. The experiences the student engages in are the means of education. The following guidelines, outlined by Tyler, are useful in selecting meaningful learning experiences:

1. Opportunity needs to be provided for the learner to practice the kind of behavior and deal with the content implied by the objectives of the lesson.
2. The student needs to obtain satisfaction from carrying on the behavior.
3. The reactions desired in the experience need to be within the range of possibility for the students involved.
4. There are many experiences that can be used to achieve the same educational objectives.
5. The same learning experiences will usually bring about several outcomes.²

The student learns in terms of his purposes, and much depends on whether or not he sees that the problem he is facing outside of school is similar to the school situation. It is important to teach by using the situations students actually are facing in their out-of-school lives whenever this is practicable. A student reacts more effectively in a new

¹Ralph W. Tyler, Basic Principles of Curriculum and Instruction, p. 41.

²Ibid., p. 42.

situation when he has reached generalizations about the old situation.¹

Generalizations are arrived at through experience. Experience that leads to generalizations encourages pupils to experiment, to discuss, and to reach conclusions. Williamson and Lyle said, "Since a generalization is frequently a statement of some relationship between two or more concepts, a first step is to be sure the students understand the concepts that are related."² Conceptual generalization is improved when the teacher helps the student recognize characteristics in a set of objects and processes which are the same for all of them, and describes such characteristics in the form of a general statement. The use of concepts and generalizations in teaching increases students' ability to deal intelligently with new situations. Students learn to generalize from their experiences and develop useful understandings in situations other than the ones in which they are learned. This approach to teaching leads to increased student interest and involvement in getting facts and information independently.

¹Florence B. Stratemeyer and others, Developing a Curriculum for Modern Living, p. 75.

²Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, p. 97.

Summary

The 20th century has witnessed extensive changes in American society and family life. American society gives evidence of moving toward an equalitarian type of family with decided changes in the role of the husband and wife. Many changes in the pattern of family life in this country have been due to early marriage, early childbearing, increase in the number of married women employed outside the home, and a striving to better the socioeconomic status of the family. Industrialization has brought a change from family-centered to factory-centered production and technological changes have simplified household activities and reduced the time required for the physical tasks of homemaking. Because the homemaker is no longer a vital producing member of the family she has combined the family-located tasks with those of wage earning and civic responsibility. All family members participate in more activities which take them out of the home for longer periods of time.

Employment and income provide women with recognition, status, and a sense of achievement. Additional income, outside stimulation, and the opportunity to utilize education and training were the main reasons given for employment by the homemakers. The homemaker's decision to work is influenced by personal attitudes, those of family members and those of the community of which the homemaker is a part, and the extent to which the homemaker is needed in the home.

Studies showed that the problem areas most mentioned by employed homemakers concerned management in homemaking activities. These included (1) housekeeping, (2) time and energy management, (3) management of money, (4) food activities, and (5) clothing activities. Homemakers expressed the desire to utilize their time in the best possible way and wanted to learn how tasks could be simplified or eliminated through good management techniques.

A number of authorities contend that the curriculum should be determined by the most fundamental understanding of the principles or concepts that form the structure of a subject. Since 1961, Home Economics curriculum workshops have developed resource materials identifying concepts and generalizations in five broad areas of home economics to use in curriculum planning at the secondary level. The concept approach to teaching provides the student with a framework and guideposts for thinking when opportunity is provided for building upon past experiences and understandings.

LEARNING EXPERIENCES IN HOME MANAGEMENT

The learning experiences developed in this study were based on five identified management problem areas of employed homemakers. The objectives, identified concepts and generalizations, and the learning experiences for each major problem will be found in this section.

Development of the Unit

Work done in conferences and workshops directed by the U.S. Office of Education identified basic concepts and generalizations that provide structure for the areas of home economics at the secondary school level. No guides for teacher use were given in the resource materials in order that curriculum could remain flexible and adapted to local needs. The investigator explored the use of these resource materials in developing learning experiences for this report. The generalizations chosen were taken directly, or adapted, from the publication, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics."¹

The learning experiences were planned for twelfth-grade girls to lead to understandings and skills particularly important for the employed homemaker. The level of the learning experiences assumed the students had completed a minimum

¹United States Department of Health, Education, and Welfare, Office of Education, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics."

of one year of home economics or one unit of foods and one unit of clothing. The learning experiences were arranged as a unit that could be (1) a part of a semester or year specialized course introducing twelfth-grade girls to the world of work or (2) a part of a twelfth-grade non-specialized home economics course.

The problem areas chosen for the management unit were housekeeping, time and energy management, food activities, clothing activities, and money management. The sequence of problem areas was arranged to enable twelfth-grade girls to gain an understanding of the basic concepts of management and then develop skill in using the concepts in each succeeding area. The major problem concepts were managing homemaking activities, time and energy resource management, money management, management of food resources, and management of clothing needs.

In this unit the focal point of teaching was the social-family group approach. Moore defines a social family to be "two or more persons who choose to establish a home together, operate as a family unit, share in its financing, and bring into it the warmth and companionship of friends and relatives of each participant."¹ Examples of social-family

¹Bernice Milburn Moore, "Families of America," The Bulletin of the National Association of Secondary-School Principals, 74:4, December, 1964.

groups suitable for these learning experiences are: (1) the young married couple where both work, (2) the group of young career girls sharing an apartment, (3) the young married couple both of whom are students and each working part-time, and (4) the young working married couple with two children and a mother-in-law in the home.

The social-family groups are sufficiently limited to provide a core of common learnings and permit teaching of basic concepts of management, yet flexible enough to encourage creativity. The learning experiences would enable the twelfth-grade girls to work in various family-size groups and use procedures duplicating as nearly as possible those used by the young homemaker in the dual role. The students change social-family groups at intervals to gain experience with problems associated with each group.

Suggested references were given at the end of each problem area for additional teaching ideas as well as information for both the teacher and student.

Problem Area

Housekeeping

Concept

Managing Homemaking Activities

Area Objectives

Recognizes values and goals as influencing every aspect of living including the managing of homemaking.

Draws conclusions concerning individual and family goals, values, and standards, and the way they change with different stages in the life cycle.

Plans ways of managing to accomplish individual and family goals.

Increases in awareness of the variety of responsibilities the home manager assumes in running an organized home.

Analyzes individual and family resources to use in varying situations.

Uses judgment in decisions concerning essential tasks to achieve goals.

Manages homemaking activities with increasing skill.

Area GeneralizationsLearning Experiences

The changes in the circumstances accompanying family life stages influence the availability of resources and the demands made upon them.

Invite young married employed woman, mother of class member, and grandmother for discussion leaders on: Management of material and non-material resources vary with changes in family life cycle.

Study the family life cycle and compare the demands on family resources in social-family groups.

Deciding whether to use human resources or to use material resources involves consideration of family values and standards.

Discuss the choice between use of human resources of talents, skills, and abilities or economic resources in varying situations: whether to make or to buy goods; whether to perform a service or hire it done; etc.

Area Generalizations

Flexibility in standards influences adaptability to changing circumstances.

Clarifying values and goals of an individual and family helps the manager to choose only tasks that are essential to be performed.

Homemaking provides continuous opportunities for experimentation and creative experiences through which management practices may be evaluated and changed practices may be affected.

Learning Experiences

Identify and discuss factors to be considered by the home manager in choice of resources.

View filmstrip, "Directing Your Dollars." Evaluate values and standards indicated in the filmstrip.

Describe two homes where the homemaker's standards of house-keeping are quite different. Formulate a list of requirements that would be included in a desirable standard for own home.

Discuss goals and values of family members and individuals.
 .How do goals and values serve as guides for the homemaker?
 .Why are goals and values important?

List areas in which people's values often differ (social, political, moral, intellectual, economic). Discuss the differences and reasons for them.

Identify the creative opportunities the homemaker has available in new processes, equipment, materials, and information. Consider how to evaluate their use and selection. Discuss the scientific approach and creativity in view of continuous learning for the homemaker.

Discuss how choice and use of tools simplifies tasks.

Area GeneralizationsLearning Experiences

Identify, inspect, display and/or use tools which the homemaker may find easy to use and to be time and energy savers such as: treated dusting mits; unbreakable tools; disposable items; utensils that store easily and in less space; etc.

Contrast the effort and time involved in using poor versus good tools, such as sharp with dull knives.

Develop a score card for the selection of a particular cleaning tool. Examine the different makes of this tool in stores. Report to the class about the features in which some makes ranked highest.

Look for storage aids in stores and report the inexpensive and practical ones to the class.

Analyze magazine pictures and establish characteristics of desirable storage. Divide for brainstorming. Each group is given an article from the kitchen and directed to think of ways the article could be used for storage in other parts of the house: silverware drawer divider; plastic gallon bottle; small plastic bowl with cover; etc.

Read background on household appliances. Write commercials that would appeal to the homemaker in each social-family group. During a mock television program similar to "College Bowl" in which information is asked about management, students present their commercials on household appliances useful to the dual role homemaker.

Area Generalizations

Homemaking skills promote the completing of tasks by eliminating trial and error efforts that use time and energy and tend to cause tensions.

Learning Experiences

Compare the time needed per week to care for housekeeping tasks such as carpet or rugs, waxed floors, and vinyl covered floors.

Select some household tasks for study and experimental work. Prepare and present a demonstration. Class analyze the procedure and suggest simplification of the task in different social-family groups.

Examples for possible usage:

- .remove scratches from furniture
- .iron a shirt
- .wash, dry, and hang a family laundry
- .remove family laundry from line, fold, iron, and store
- .clean silverware
- .shampoo a rug

Summarize work methods on how to simplify tasks by analyzing their way of working to determine if a better way can be found.

Suggested References

Books

Craig, Hazel Thompson. Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett Company, 1962, Chapter 16.

Fitzsimmons, Cleo, and Nell White. Management for You. Chicago: J. B. Lippincott Company, 1958, Part II.

Lewis, Dora S., Jean O. Burns, and Esther F. Segner. Housing and Home Management. New York: The Macmillan Company, 1961, Chapter 7.

Raines, Margaret. Managing Livingtime. Peoria, Illinois: Chas. A. Bennett Company, 1964, Part III.

Starr, Mary Catharine. Management for Better Living. Boston: D. C. Heath and Company, 1963, Part II.

Suggested References Continued

Filmstrip

Educational Division, The Institute of Life Insurance,
488 Madison Avenue, New York 22, New York.

"Directing Your Dollars"

Problem Area

Time and Energy

ConceptTime and Energy Resource
ManagementArea Objectives

Uses discrimination in using time and energy as resources of the family for achieving goals.

Recognizes the limitations of time and energy resources.

Organizes work to release time for other activities.

Examines energy costs of different activities.

Identifies management goals that give direction to planning for time and energy use.

Applies principles of time and energy management in personal living and in the home.

Applies improved work methods.

Analyzes steps of time and energy-saving techniques.

Area GeneralizationsLearning Experiences

Organization is the way in which individuals and families carry out activities.

Explain how one organizes in order to put the parts together of family, friends, talents, money, time, activities, feelings, etc., to make the design of a life directed by purpose.

The implementation of plans may involve reappraisal and adjustment of procedures to meet changing conditions.

Show how the making of a plan involves deciding on tasks to be carried out, who will perform them, order of the jobs to be done, and time for each.

Effective organization is related to optimal use of resources.

Consider reasons for the uneven resource of energy among people, such as physical heritage, nutrition, physical and mental health, body structure, etc.

Area GeneralizationsLearning Experiences

Compare the energy costs of activities ranging from the least energy use to the highest (arranged in sequence.) Discuss how a homemaker can make use of the differences in energy costs and thereby do more work with less expenditure of energy.

Identify attitude as a human resource which may be a positive or negative influence in organization. Contrast the influences of hating a job with enjoying a job on the accomplishments of the person.

Identify techniques of organization which help one to manage resources such as time planning, ways of working, organization or properties, and choice of tools.

Generalize principles of organization, such as:

- .Place properties where they are to be used while working.
- .Develop a sequence of steps involved.
- .Assemble materials needed before starting to do something.
- .Store like items together.

Anticipated outcomes and incentive energize organizational processes.

Discuss how getting what one wants is accomplished through organizing what one has into a plan of action.

Recognize how the ways people work influence their use of time and energy and their accomplishments. Consider that managers seek the simplest, easiest, and quickest method of accomplishing tasks.

Area Generalizations

The elimination of time and energy waste may be accomplished through organization of time, activities, and properties.

Learning Experiences

Invite a dual-role homemaker to speak on ways she has used or is using her time at home, and state her reasons. Class presents other ways of using time, and consider what effects their choices have. Class draws conclusions as to what influences the decisions a homemaker makes concerning the use of time when she has a choice.

Compile information on how homemakers spend their time while the automatic washer and drier are doing the work. Analyze for possible better time management.

Compare the time and energy used for home activities by grandmothers with that of the homemakers of today.

Clarify the meaning of the statement, "To save energy means avoiding energy waste so that it can be used for a purpose."

Discuss the meaning of short cuts as quick ways of doing jobs. Collect ideas and organize them in a clipping folder. Discuss sources to use for ideas. Experiment with short cuts in class and at home to discover new ones and to evaluate recommended practices in social-family groups.

Study homemaking activities in social-family groups to show distance traveled and number and types of motions used. Chart the distance traveled with a pathway chart showing trips of the worker by means of string.

Area Generalizations

Individuals and families may facilitate management through creating routine procedures and coordinating activities.

Learning Experiences

Analyze charts to determine changes needed in ways of working. In class discussion expand organizational principles related to ways of working. Propose and try improvement for task analyzed.

Social-family groups present short skits giving the before and after of people learning to save time and motion. Discuss the methods presented.

Analyze ways to simplify or eliminate household jobs. Examples: learn how to dovetail jobs; do away with large tasks; change poor work habits; and improve storage.

Create job combinations that save time and energy. Demonstrate time and energy saving methods in social-family groups. Analyze each step of the process for energy-saving techniques.

Study location and details of storage designed to serve specific purposes in order to save time and energy; such as use of dividers, adjustable shelves, and use of clothes chute.

Social-family groups study and design ways of saving time and energy through storage features for outdoor storage of garden tools, kitchen cabinets in various work centers, sewing supplies, hobby materials and equipment, etc.

Area GeneralizationsLearning Experiences

Plan for application of the organizational principles developed such as organized kitchen routines and arranged drawer storage.

Apply the principles of organization to problem situations.

Formulate and make copies of an easy storage guide, using principles with simple application.

Discuss how a time plan is made to serve a family rather than the family serving the plan.

Discuss guides in making a plan, such as: provide for flexibility, plan time-saving combinations of activities when possible, eliminate unnecessary tasks, take care of first things first, and distribute tasks evenly.

Clarify steps in making a time plan:

- I. Decide what one wants to achieve during the period of time.
- II. Take stock of how one's time is being used and decide upon changes desired.
- III. Decide which activities or achievements are most important to be accomplished. (priority ratings)
- IV. Budget time for each activity.
- V. Try out the plan and evaluate it.
- VI. Make changes as needed based on experience.

Area GeneralizationsLearning Experiences

Make a "Who does what--when" plan for managing household tasks for a week-end, applying the guides and steps in relation to the management goals for time and activity plans. Put the plan into practice. Evaluate.

Summarize and state that the thinking involved in planning, using, and testing is the rational decision-making process.

Suggested ReferencesBooks

Fitzsimmons, Cleo, and Nell White. Management for You. Chicago: J. B. Lippincott Company, 1958, Chapter 5.

Nickell, Paulena, and Jean M. Dorsey. Management in Family Living. New York: John Wiley and Sons, 1959, Chapters 6, 7, 8, 9.

Raines, Margaret. Managing Livingtime. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1964, Part III.

Starr, Mary Catharine. Management for Better Living. Boston: D. C. Heath and Company, 1963, Part II.

Pamphlets and Bulletins

Agricultural Extension Service, Ohio State University, Columbus 10, Ohio.

A Pattern Motion Study
An Easy Way to Iron a Shirt
Every Motion Counts
More Space in Your Kitchen Cupboard
Short Cuts in Housework

Extension Service, Kansas State University, Manhattan, Kansas.
How Time Flies

Household Finance Corporation, 919 North Michigan, Chicago 11, Illinois.

Time Management for Homemakers

Problem Area

Management of Money

Concept

Money Management

Area Objectives

Creates plans for money use satisfactory to family members.

Concludes that human resources may be used interchangeable with material resources to extend the family income.

Compares criteria in choice making when consumer buying.

Judges decision making about money.

Area Generalizations

Effective money management is based on individual and family needs, wants, goals, and resources.

Learning Experiences

Tell or read short stories showing how individuals or families use their money such as "Cheaper by the Dozen" and "Mama's Bank Account." describe the attitude of individuals toward the use of money.

Class members report ways they have seen family money spent. Divide into social-family groups and write one minute skits entitled, "Behind the Scenes at Home." Present the skits.

Compare financial goals of social-family groups.

List the financial needs which are characteristic of each social-family group.

Assign buzz groups to discuss: "Two can live as cheaply as one," "Time is money," and "Economy is too late at the bottom of the purse."

Area Generalizations

Management makes it possible to meet the most important and the greatest number of needs and wants through the use of limited resources.

Money management is the process of setting up, following, evaluating, and when necessary, revising a plan for the use of income.

Learning Experiences

List special skills or abilities which serve as resources. Explain how individuals use resources in meeting specific needs or wants.

List the human and material resources of the family. Show how these are related to family goals. Work in social-family groups.

Explain how and why resources are limited.

Use role playing to dramatize a couple planning to meet the cost of their first child, a couple discussing pros and cons of the wife working, and a family planning the use of income for one year.

Describe ways to control spending and stay within a budget.

Work out plans for one of the following in social-family groups: a family vacation, owning a car, or buying a new carpet.

List expenses that could be reduced to allow for savings.

Discuss the importance of saving for a specific purpose.

Discuss reasons for financial management.

List the advantages of budgeting.

View film, "A New Look at Budgeting," for new ideas.

Area Generalizations

Individual and family choices influence and are influenced by market conditions and marketing practices.

Rational decisions when shopping represent choices resulting from logical analysis of the elements of situations.

Learning Experiences

Teacher present steps in income management as

- I. Define and recognize one's goals.
- II. Recognize changes in the family-life cycle.
- III. Analyze all kinds of income.
- IV. Formulate definite plans, check and appraise them.
- V. Choose a method of handling family members that will satisfy family members.

List basic family needs, estimate the amount of money to be spent for each category by the social-family groups on an average income. Each adjust their budget to care for an emergency expenditure such as sickness.

List the things to consider in evaluating a family budget.
Evaluate budgets made.

Discuss factors which influence choice of a store. Make suggestions for selection of a store or for families in different circumstances.

Describe a good advertisement and bring ads to class to analyze and discuss.

Round table discussion on "Ways Better Buying Practices Can Help You and the Merchant."

View film "What is Your Shopping Score?" Write a shopping code.

Collect and discuss warranties, guarantees, seals, labels, and tags. Assign groups to investigate, evaluate, and report on sources of consumer information. Set up a shopper's shelf of information from the above sources.

Area Generalizations

Disadvantages as well as advantages are usually inherent in the alternatives involved in a decision or choice.

Learning Experiences

Discuss how planning the use of time and energy in shopping saves money and improves buying skills. Cite examples.

Discuss value of planned purchases versus impulsive buying.

List individual purchases and explain what influenced the decision to buy. Could a better choice have been made?

Illustrate how the family as a unit can make decisions on purchases for the home.

Suggested References

Books

Craig, Hazel Thompson. Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1962, Chapter 17.

Fitzsimmons, Cleo, and Nell White. Management for You. Chicago: J. B. Lippincott Company, 1958, Part III.

Nickell, Paulena, and Jean M. Dorsey. Management in Family Living. New York: John Wiley and Sons, 1959, Chapter 10.

Raines, Margaret. Managing Livingtime. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1964, Part II.

Starr, Mary Catharine. Management for Better Living. Boston: D. C. Heath and Company, 1963, Part III.

Pamphlets

Household Finance Corporation, 919 North Michigan, Chicago 11, Illinois.

Your Budget
Your Shopping Dollar

Suggested References Continued

Filmstrips

Household Finance Corporation, 919 North Michigan, Chicago 11,
Illinois.

"A New Look at Budgeting"

"Your Money's Worth in Shopping"

Problem Area

Food Activities

Concept

Management of Food Resources

Area Objectives

Recognizes the importance of coordinating preparation of three meals a day.

Identifies and relates factors of values and goals to planning and preparing family meals.

Investigates meal patterns and management of routine tasks to better utilize available resources.

Understands factors which increase cost of meals.

Recognizes the relationships between available resources and food preservation and convenience foods.

Selects a variety of foods in providing adequate nutrition for self and family.

Applies short cuts in food activities with increasing skill.

Prepares family meals using increasingly difficult food preparation skills and understandings.

Area Generalizations

Discrimination is required in the selection of foods that contribute a balance of nutrients to the daily diet and at the same time fulfill such nonnutritive requirements for daily meals as are involved in meeting food budgets, family traditions, and individual preferences.

Learning Experiences

Discuss the dilemma of many homemakers: "What shall we have for dinner?"

Identify the factors which influence the homemaker as she plans menus for the day for her family. Discuss how these factors influence the meal planning for various social-family groups.

Use the Basic Four as a formula in planning meals which meet the nutritive needs of social-family groups.

Area Generalizations

The organization of activities in providing food for the family involves planning and coordination of resources and family demands.

Use of resources for household food production is influenced by the values placed on food, the kind and quality of resources available, and the personal satisfaction derived from producing food.

Learning Experiences

Identify the resources of the family which influence decisions in relation to food management such as time, money, energy, and abilities.

Discuss use of resources (human and material) by the food manager.

Analyze an illustration of a family with unexpected food needs in terms of such questions as:

- .What foods should be kept on an emergency shelf?
- .Which foods should be stored in large quantities?
- .What menus could be kept on file for an easy-to-prepare quick meal?

View and discuss filmstrip, "You and Your Food Dollar."

Look for suggestions on cutting food costs.

Work out plans for spending money allocated to family food budget by considering the needs of the family, using long range planning and preparing carefully worked out market lists.

Study the role of the food manager as a buyer and discuss changes she encounters such as the kinds of food stores and services, types of food available, food costs, and marketing procedures.

Role play food shopping experiences in social-family groups.

Formulate rules for good market lists.

Area GeneralizationsLearning Experiences

Debate: Small quantity buying is better management than large quantity buying. Summarize ideas.

Arrange a display of foods to show can or package sizes, grades, and varieties. Compare costs, quality, number of servings, and uses. Decide which make the best buys for individual family needs.

Conduct taste tests. Example: Chill each of the following kinds of milk: pasteurized; homogenized skim; evaporated or condensed; dried or powdered; yogurt. Discuss the food value, uses, and taste of each.

Check understanding of required information on labels and on voluntary labeling information.

Discuss meal preparation with ready-to-heat-and-eat frozen foods and mixes, in comparison with meal preparation in parents' and grandparents' early days. Compare the time and money costs of meals using home prepared foods, partially prepared, and ready-to-serve foods.

Prepare a list of criteria in evaluating convenience food choices in social-family groups.

Evaluate convenience foods using established criteria.

Write school newspaper articles titled similar to the following:
."Why Pay for Food and Discard Nutrients?"
."Read Labels and Reap Dividends"
."Sharp Shopping"

Area Generalizations

Performance of routine tasks according to a plan designed for repeated use facilitates planning, preparing, and serving food.

Participation in planning, preparing, and serving meals that furnish the food the family enjoys and needs can be a source of pleasure, creativity, and satisfaction.

Learning Experiences

Home service representative to present talk on how to get the best results in food preservation from the use of a home freezer.

Estimate costs of home food preservation and make comparisons with purchasing the product.

Evaluate application of management principles to grocery shopping with paper-pencil test.

Discuss a variety of ways of accumulating hints, menus, and recipes so they will be useful.

Students bring in their favorite kitchen timesaver and demonstrate its use. Discuss advantages and disadvantages of each timesaver. Teacher demonstrates other shortcuts in cooking.

Menus are placed on the board. Students determine which items in menus would take more time than might be available on workdays. Suggest how to shorten the preparation time of each menu. Consider what substitutes could be made to save time.

Buzz groups consider further ways of saving food preparation time and report their conclusions to class. Examples: simplify menus, planning ahead, arrange kitchen to save steps and motion, simplify food service and dishwashing.

Discuss the possibility of inviting someone to three hundred sixty-five dinners. Consider that this is done by the average homemaker for her family.

Area GeneralizationsLearning Experiences

View and discuss the filmstrip, "How to Plan Meals."

Discuss how sensory objectives (color, form, flavor, and texture) and nutritional value are used as the basis for meal planning.

Plan meals that avoid the two great foes of meal planning--monotony and fear of change.

Outline the role of the food manager in organization of the parts necessary to plan, prepare and serve a meal to achieve both unity and variety in food service.

The social-family groups plan, prepare, serve, and evaluate a series of problem dinners.

Examples:

- .Use inexpensive meat cuts with meat tenderizers.
- .Use a variety of convenience foods.
- .Meals with low cost foods.
- .Meals with high cost foods.

Suggested References

Books

Craig, Hazel Thompson. Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett Company, 1962, Chapter 4.

Fitzsimmons, Cleo, and Nell White. Management for You. Chicago: J. B. Lippincott Company, 1958, Chapter 6.

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Oerke, Bess V. Mealtime. Peoria, Illinois: Chas. A. Bennett Company, 1960, Part II, III.

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Chas. A. Bennett Company, 1964, Chapter 3.

Starr, Mary Catharine. Management for Better Living. Boston:
D. C. Heath and Company, 1963, Chapter 9.

Bulletins and Pamphlets

Ball Brothers, Inc., Muncie, Indiana.

Blue Book--Home Canning and Freezing

Household Finance Corporation, 919 North Michigan, Chicago 11,
Illinois.

Money Management--Your Food Dollar

Kerr Glass Manufacturing Corporation, Sand Springs, Oklahoma.

Home Canning Book

National Dairy Council, 111 N. Canal Street, Chicago, Illinois,
60606.

Can We Eat Well for Less?
Food for Young Children
Your Calorie Catalogue

Superintendent of Documents, U.S. Government Printing Office,
Washington 25, D. C.

Family Fare--Food Management and Recipes
Food for Families with School Children
Meat for Thrifty Meals
Our Family's Meals

Filmstrips

Young American Films, Inc., 18 East 41st Street, New York 17,
New York.

"How to Plan Meals"
"You and Your Food Dollar"

Problem Area

Clothing Activities

Concept

Management of Clothing Needs

Area Objectives

Compares clothing needs of family members of different ages and occupations.

Identifies the resources available for meeting clothing needs.

Desires to evaluate family and individual resources in deciding when to buy ready made clothing and when to sew.

Comprehends the cost of family clothing.

Investigates information given on clothing and fabric tags and labels and in advertising.

Relates performance of textiles and clothing to care for garments of different fabrics.

Area Generalizations

The factors involved in making clothing decisions include the individual's resources, needs and desires, family composition, stage in the life cycle, the mobility of the people, climatic conditions, and social environment.

Learning Experiences

Panel discussion using a teenage girl, a wage-earning mother, a wage earning wife without children, and a full-time homemaker.

Questions:

.What does being well-dressed mean to the family and its members?

.How can the homemaker who is working outside the home plan so all family members continue to feel they are well-dressed?

Class members add to the points discussed and draw conclusions.

Study current styles and fashion books. Identify styles which are likely to be fashionable for some time, those that are temporary, those which were inspired by current events, and those which can be traced to other periods of history.

Area Generalizations

The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time, and energy.

Learning Experiences

Investigate the reasons for problems about clothes in your own family. Report how the problems are solved.

Role play different social-family members and express each member's wants and needs of clothing.

Work in social-family groups to plan budget to meet given needs and goals for clothing.

Develop and discuss definition for "common sense" in clothing selection.

Role play a family situation in which family members are trying to determine how to spend the \$25 in the monthly family clothing budget.

.Sue, 16, wants a new party dress.

.Carol, 14, newly elected junior high cheerleader, must have \$12 for uniform costs.

.Father needs a new \$5 dress shirt for out-of-town meeting.

.Mother needs a new winter coat since her present coat is showing wear and collar and sleeve edges are almost threadbare.

How can the needs and wants of all family members be met with the \$25?

Analyze clothing needs of social-family groups.

List abilities and skills that can help make the family income go farther. Plan to improve skills necessary in remodeling clothing such as making covered belts, applying new trims, or making bound buttonholes.

Area GeneralizationsLearning Experiences

Examine ready-made garments of a single type; estimate amount of time, money, and skill needed to make the garment. List factors to be considered in making decisions.

Bring articles of clothing which have been enjoyed, or which have not been enjoyed, or both and tell what satisfactions or disappointments have been had from them. Draw conclusions as to how to increase satisfactions in buying.

Discuss ways parents can help children check the results of their own buying and develop ability to make wise decisions.

List the responsibilities the homemaker has in buying and caring for the clothes in each social-family group.

Interview buyer of local store concerning features which cause high and low prices of clothing.

Make plans for the best way to meet wardrobe needs with the money available. Discuss whether to use ready-to-wear or homemade clothing, or a combination of both.

Using garment tags, determine what is known about required labeling information. Compare and discuss answers given to stimulate desire to learn about garment labeling.

Collect, display, and discuss fabrics grouped according to care required to predict fabric performance.

The information provided by agencies and industry through such means as labels and advertising is one resource which may assist the consumer in predicting the performance of textiles and clothing.

Area GeneralizationsLearning Experiences

Discuss experiences with fabrics pilling, shrinking, stretching, fading, or developing a shine. Offer solutions to the problems.

View and discuss filmstrip, "How to Select Fabrics for Garments," Summarize the presentation.

Each student finds two brand names of textile articles which she associates with good quality merchandise. List the good qualities expected in a garment of this brand. Read and compare the lists. Discuss laws which require certain information on garment tags.

Compare the information that appears on labels and in advertisements with that given by clerks.

Invite a qualified person from a dry cleaning company or from a consumer complaint department to discuss the damage of textile merchandise as a result of consumer care practices, and the importance of carefully following the care instructions given on the tag.

Analyze the style, line, color, tags, and labels of student purchased garments to determine buying principles considered.

Demonstrate how to remove stains.

Arrange and discuss an exhibit of items used in laundering, and treatment for storage: soaps, detergents, bleaches, absorbents, solvents, moth crystals, saddle soap, etc.

Area GeneralizationsLearning Experiences

Visit home service center of utility company and watch demonstrations of use of laundry supplies.

Plan for and assume care of own clothes for period of time.

Formulate plans and assume responsibility of family wash for period of time.

Repair tears and holes in garments. Evaluate repairs.

Suggested References

Books

Craig, Hazel Thompson. Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett Company, 1962, Chapter 6.

Fitzsimmons, Cleo, and Nell White. Management for You. Chicago: J. B. Lippincott Company, 1958, Chapter 8.

Nickell, Paulena, and Jean M. Dorsey. Management in Family Living. New York: John Wiley and Sons, 1959, Chapter 20.

Oerke, Bess V. Dress. Peoria, Illinois: Chas. A. Bennett Company, 1960.

Raines, Margaret. Managing Livingtime. Peoria, Illinois: Chas. A. Bennett Company, 1964, Chapter 4.

Rathbone, Lucy and others. Fashions and Fabrics. Boston: Houghton Mifflin Company, 1962.

Filmstrips

J. C. Penney Company, 1301 Avenue of the Americas, New York, New York. These also may be obtained from any local Penney store.

"How to Select Fabrics for Garments"

"Line in Your Wardrobe"

Suggested References Continued

Pamphlets

J. C. Penney Company, 1301 Avenue of the Americas, New York, New York. These also may be obtained from any local Penney store.

Consumer Buying Guides for Garments
Fashions and Fabrics

SUMMARY

The rapid rate of change in American society and family life call for ability to manage resources in order to achieve the kind of home life satisfying to the individual, to the family, and to society. The increasing number of married women with children entering the labor market demands effective management in the home when time there is limited. The woman who uses good management skills tends to be more productive and finds greater satisfaction in her work both in the role of homemaker and the role of wage earner. At twelfth-grade, girls are often considering further education, a career, marriage, or a combination of these. The need for management skills and understandings becomes a reality for them.

The purposes of this study were (1) to identify management problems of homemakers employed outside the home and (2) to develop learning experiences for twelfth-grade girls to enable them to develop home management understandings and skills needed for the dual role of homemaker and wage earner. No plans for teaching and evaluating the learning experiences were included.

Literature reviewed was related to changes in society affecting the family, factors influencing the married woman's decision to work, identified management problems of employed homemakers, and use of the concept approach in curriculum planning.

The homemaker's role as well as the activities of the home are affected by changes resulting from social and economic influences outside the home. The influences of technology, industrialization, changed roles of family members, increased civic responsibility, and the increase in number of women in the labor force have had varying effects on the homemaker and on the family. The homemaker's decision to work is influenced by outside stimulation; opportunities to utilize education and training; additional income; the extent to which the homemaker is needed in the home; and personal, family, and community attitudes.

Studies showed that the homemakers in the dual role of homemaking and wage earning recognized a need for additional preparation in management of homemaking activities. Five major problem areas of the employed homemaker were identified: (1) housekeeping, (2) time and energy management, (3) management of money, (4) food activities, and (5) clothing activities. Homemakers expressed the desire to utilize their time in the best possible way and wanted to learn how tasks could be simplified or eliminated through good management techniques.

A number of authorities contend that the curriculum should be determined by fundamental concepts that form the structure of a subject. The concept approach to teaching provides the student with a framework and guideposts for thinking when opportunity is provided for building upon past experiences and understandings.

Major problem areas of employed homemakers were identified for inclusion as the home management unit. Area concepts and behavioral objectives were written for each identified problem area. Appropriate management concepts and generalizations were selected from the U.S. Office of Education publication, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics." Because no guides for teacher use were given in the resource materials, the investigator explored the use of these resource materials in developing learning experiences. The sequence of study in the problem areas was arranged to enable twelfth-grade girls to gain an understanding of the basic concepts of management and then develop skill in using the concepts in each succeeding area. Suggested references were given for each problem area.

In the learning experiences, the focal point of teaching was the social-family group approach. The social-family groups are sufficiently limited to provide a core of common learnings and permit teaching of basic concepts of management, yet flexible enough to encourage creativity. The learning experiences developed would enable the twelfth-grade girls to work in various family-size groups and use procedures duplicating as nearly as possible the problems which face the young homemaker in the dual role. Changing social-family groups at intervals would allow the students to gain experience with problems associated with each group.

In the development of the problems related to the dual role of the homemaker and wage earner, the concept approach to teaching was used. The procedure of selecting basic concepts and generalizations from prepared resource material and then developing learning experiences to develop the content of the generalizations was a valuable experience in curriculum development for the investigator.

RECOMMENDATIONS

The learning experiences developed in this study can serve as a guide in planning a specialized course introducing twelfth-grade girls to the world of work or a part of a twelfth-grade non-specialized home economics course. A responsibility of the teacher would be to adapt the suggested learning experiences to meet the needs, interests, and attitudes of students taking the course.

General recommendations based upon limitations of this study include that

1. Plans be made for teaching and evaluating the learning experiences in light of needs, interests, and attitudes of the students enrolled in the course.
2. Students be involved in further planning and defining objectives for the unit.
3. Additional means for evaluating student learning be planned for and utilized.
4. The unit be taught and a follow-up study made to determine the value of the unit to the young homemakers who had assumed the dual role of homemaker and wage earner.
5. Additional problems that affect the employed homemaker be identified. Two such problem areas could be care and development of children of the employed homemaker and providing for recreation and leisure time.

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HOME MANAGEMENT LEARNING EXPERIENCES DESIGNED
TO PREPARE TWELFTH-GRADE GIRLS FOR THE
DUAL ROLE OF HOMEMAKER AND WAGE EARNER

by

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B. S., Kansas State Teachers College, 1961

AN ABSTRACT OF A MASTER'S REPORT

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ABSTRACT

The extensive changes in American society and family life call for the ability to manage resources. Present trends indicate that women marry early and undertake both homemaking and gainful employment outside the home. This dual role demands effective management in the home when time there is limited. At twelfth-grade, girls are often considering further education, a career, marriage, or a combination of these. The need for management skills and understandings becomes a reality for them.

The purposes of this study were (1) to identify management problems of homemakers employed outside the home and (2) to develop learning experiences for twelfth-grade girls to enable them to develop home management understandings and skills needed for the dual role of homemaker and wage earner. No plans for teaching and evaluating the learning experiences were included.

A review of literature indicated that technology, industrialization, changed roles of family members, increased civic responsibility, and an increase in the number of women in the labor force had varying effects on the homemaker and on the family. The homemaker's decision to work was influenced by outside stimulation; opportunities to utilize education and training; additional income; the extent to which the homemaker was needed in the home; and personal, family, and community attitudes.

Studies showed five major problem areas for the employed homemaker: (1) housekeeping, (2) time and energy management, (3) management of money, (4) food activities, and (5) clothing activities. Homemakers expressed the desire to utilize their time in the best possible way and wanted to learn how tasks could be simplified or eliminated through good management techniques.

Using the concept approach in curriculum planning insures that the student is provided with opportunities for building upon past experiences and understandings and with a framework for thinking.

Major problem areas of employed homemakers were identified for inclusion in the home management unit. Area concepts and behavioral objectives were written for each problem area. Basic generalizations and concepts were selected from the U.S. Office of Education publication, "Curriculum Resource Material: Conceptual Framework and Generalizations in Home Economics" to use as a basis in developing the learning experiences in each problem area. The focal point of planning the learning experiences was the social-family group approach. The sequence of study in the problem areas was arranged to enable twelfth-grade girls to gain an understanding of the basic concepts of management and then develop skill in using the concepts in each succeeding area. The learning experiences could be incorporated as part of a specialized course introducing

twelfth-grade girls to the world of work or as part of a twelfth-grade non-specialized home economics course.

In this study, the application of management concepts was limited to selected problem areas of the employed homemaker. It was recommended that other problem areas be identified. Two such problem areas could be care and development of children of the employed homemaker and providing for recreation and leisure time. It was further recommended that plans be made for teaching and evaluating the unit and for making a follow-up study to determine the value to the young homemakers in the dual role.

